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## ABSTRACT

This document is the 2000 Institutional Effectiveness report from Piedmont Technical College (South Carolina). The areas that the report addresses are: academic advising, achievement of transfer students, and student development. Findings conclude that advisors need to consider work schedules and job demands when advising students, that Piedmont is seeing an increase in the numbers of students who are not seeking transfer, and that Piedmont needs to improve its leadership skills development programs for students. The report also concluded that its social and cultural activities such as intramural sports and concerts are a success as attendance and participation is growing and all of the intramural teams were full for all sports. Additionally, participation in student clubs continues to grow each year. With regard to achievement of students after transfer, it is reported that non-White transfer students from Piedmont fare worse academically at their four-year institutions as compared with their non-White counterparts. This document gives detailed information about how Piedmont collected data for this report. (LD)

Piedmont Technical College 2000  
Report of Institutional Effectiveness

Dick Shelton

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1. General Education

No due to be reported on during this year.

2. Majors and Concentrations

Not to be

3. Academic Advising

During the 1991-1992 academic year, a subcommittee from the Instructional Improvement Council was formed to concentrate upon the academic advising efforts at the college. This committee, chaired by a faculty member; with the assistance of the Institutional Effectiveness Office, developed an academic advising survey for students. The focus of this survey was to be second year students.

During spring term 1992, twenty-six second year classes were identified and surveys were provided to students within these classes. The enrollment within the twenty-six classes was 429 students. Of these twenty-six classes, twenty-two classes administered the survey to 282 students. The surveys return rate was 66%. From these 282 surveys, 51 students were part time; 231 were full time; 203 were day students; 58 were evening students; and 21 were combination of day and evening. Duration at the college was an additional factor reviewed and 8 students had been at the college for only 1 quarter; 6 had been enrolled for at least two quarters; 89 for three quarters; 28 for four quarters and 151 for more than four quarters.

For the spring 1993 semester, twelve classes were identified and surveys were provided to students within these classes. The enrollment within the twelve classes was 184 students. From these 184 surveys, 39 students were part time; 145 were full time; 131 were day students; 38 were evening students; and 15 were combination of day and evening.

Duration at the college was an additional factor reviewed and 11 students had been at the college for only 1 quarter; 15 had been enrolled for at least two quarters; 18 for three quarters; 25 for four quarters and 115 for more than four quarters.

Of the 282 surveys returned for Spring 1992, 20 curricular programs were represented. There were 12 curricular programs represented by the 184 surveys returned during the Spring 1993 semester.

General Findings:

During 1995, 186 students, of which 160 were first year students, were administered the ACT survey on academic advising. Students responding come from the academic clusters within the divisions of Business; Engineering/Industrial; and Health Sciences. Three additional clusters from academic divisions were also used, Public Service, Pre-health Science, and Associate of Arts/Associate of Science. From this total sample, 76 were male and 109 were female.

During the 1996 academic year, the ACT survey was once again administered but was administered to any student (first year, second year, off-campus, full time, etc.). As a result, 787 surveys were administered to Piedmont Technical College students during the Spring term of 1997 (April 1997).

Again, during the 1999 Spring semester, the survey was administered to a mix of 539 Piedmont Technical College students. There were 186 males and 346 females; 378 students attended class full time and 153 were part time.

**Academic cluster comparisons below:**

Academic Cluster	Number of Students Surveyed 1995	Number of Students Surveyed 1997	Number of Students Surveyed 1999
ADT or CPT			76
Business	47	238	80
Engineering/Industrial	30	130	99
Public Service	31	72	47
Health Sciences	20	133	84
Pre-health Sciences	23	40	35
Associate of Arts/Associate of Science	28	93	59
Career Development	0	16	10
Total	179	722	490

## Additional Summaries from the 1997 and 1999 Surveys

1997	1999
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	Number	Percent of Sample	Number	Percent of Sample
First Year Students	391	58%	255	47%
Second Year Students	288	42%	184	34%
Full-time Students	564	73%	378	70%
Part-time Students	211	27%	153	28%
Main Campus Student	603	85%	323	60%
Off Campus Student	109	15%	97	18%
African American	225	29%	160	30%
Non-African American	562	71%	379	70%

## II. Result comparison: 1995 vs. 1997 vs. 1999

A.

### Percentage of Response

Purpose in Enrollment	1995 (N=186)	1997 (N=787)	1999 (N=539)
Acquire Associate Degree	52%	28%	26.5%
Acquire a BS Degree	7%	1%	2.2%
Planning to Transfer	19%	8%	8%
Blank Response	32%	54%	53.1%

B. Number of Responses

Student Identifiers	1995	1997	1999
Males	76	221	186
Females	109	556	346
Married	35	222	133
Single	152	506	372
Full-time	156	564	378
Part-time	31	211	153
Last School Attended:			
High School	130	526	314
2 Year or 4 Year College	34	152	132

C. Employment Status:

A significant concern for an academic advisor is the employment status of the student. The 1995 survey indicated 58% of the students were employed 20-40 hours per week while only 26% were not employed. The 1997 results found a similar analysis with nearly 56% of the students working 20-40 hours per week and 21% classified as not working or working on odd jobs. The 1999 surveys indicated that 58.2% of students are working 20-40 hours per week while only 16.7% work occasionally or not at all. The number of students who are not working is decreasing. These students have more responsibility outside of school and may put school on back burner. There is a need to look at work schedules and job demands when advising.

D. General Findings:

During the Spring 1999 semester, there was also a survey administered by the office of Institutional Research to a sample of 264 students. This survey also asked students questions concerning their advisor.

4. Achievement of Students Transferring

*Transfer Academic Performance Record Summary*

Piedmont Technical College will review the transfer performance of only those students transferring to Lander University. The rational is that over ninety percent of our college transfers will transfer to Lander University. The number reported this year by Lander University is 53 students.

In many of the subgroup categories, i.e. 0-29 hours, the samples of 2 or 3 students are difficult to compare versus the 71 native Lander students in the same category. For the purpose of this report, Piedmont will attempt to review progress of male/female transfers as well as the ethnic composition and success of transfers. Though a small sample, the non-white transfers, both male and female to Lander, with 0-29 hours of credit did considerably poorer than their peer native samples from Lander. Their GPA's were 1.0 or lower than their native cohorts. The white male/female subgroups in this category had relatively similar GPA's as their Lander cohorts.

The concern, which stands out in this study, is the relative lack of success of non-white transfers to Lander University. Again, this concern must be tempered by the fact of the relative small samples contained with the Piedmont to Lander transfers. It is extremely difficult to point to one ethnic sample or one male/female category and make statistical predictions when the samples are so small. The ethnic analysis does warrant Piedmont to monitor this situation in future transfer blocks.

Below are the sample sizes of Piedmont transfers to four year universities/colleges:

<u>College/University</u>	<u>Number of PTC Transfers</u>	<u>GPA of PTC Trans.</u>	<u>GPA of Native Students</u>	<u>Difference</u>
USC Spartanburg	6	1.99	2.6	<.61>
USC	5	2.54	2.89	<.35>
USC Aiken	2	3.18	2.86	+.32
Coastal Carolina	2	1.33	2.77	<1.44>
College of Charleston	2	2.29	2.61	<.32>
Clemson	12	1.60	2.73	<1.13>
Winthrop	3	2.49	2.71	<.22>
Lander University	53(*)	2.22	2.47	<.24>
Average	(N= 85)	2.10	2.75** <.65>	

(\*) of the 53 enrolled, 6 withdrew prior to end of term

(\*\*) = 28,682 Native Students compared to PTC's Total of 85 students

In viewing the chart on the previous page, it is difficult to develop a rationale for comparing the 85 Piedmont transfer students to the 28,682 Native student totals. *Within this study of Transfer, perhaps an additional, or replacement, study would incorporate how many two technical college students with degrees transferred to a four-year post secondary institution and graduated in an appropriate length of time.*

In viewing the 85 Piedmont Transfers, 46% of the transfers were males while 54% were female. Of the non-white category, 8% were males and 22% were female with the 85 student transfers. Seventy percent of the transfers were classified as white, with 38% being Male and 32% being Female. As the majority of transfers, 63%, attended Lander University, the Lander University transfer table is presented below.

### Transfer Academic Performance Report

#### Fall 1999

**Senior Institution Transferred To:** Lander University

**Two-Year Institution Transferred From:** Piedmont Technical College

Student Credit Hours Transferred/Earned			Senior Institution First-time Native Students Fall Term 1999		Difference in G.P.A. (G.P.A. of Senior Institution Native Student minus G.P.A. of Transfer Student)
	Number	G.P.A.*	Number	G.P.A.*	
<b>0 to 29 Hours</b>					
Non-White Male	2	0.4285	15	1.9248	1.4963
Non-White Female	3	0.8571	56	2.1372	1.2801
White Male	6	2.0000	166	2.0671	0.0671
White Female	4 (1)	2.2500	254	2.4717	0.2217
Unspecified	0	0	6	2.7536	
<b>30 to 59 Hours</b>					
Non-White Male	1	3.2500	11	1.9705	-1.2795
Non-White Female	6 (2)	1.2083	47	2.1708	0.9625
White Male	10 (1)	2.5000	104	2.1983	-0.3017
White Female	5 (2)	2.8461	160	2.6926	-0.1535
Unspecified	0	0	4	2.5769	
<b>60 and Above</b>					
Non-White Male	1	3.4000	9	2.5394	-0.8606
Non-White Female	2	1.1851	37	2.6574	1.4723
White Male	6	3.0265	79	2.6485	-0.3780
White Female	7	2.7466	125	3.006	0.2594
Unspecified	0	0	4	3.5074	
<b>TOTAL</b>	53 (6)	2.2299	1077 (20)	2.4797	0.2498

A breakdown of some of the responses are below.

	1995 Results	1997 Results	1999 Results
Students primarily advised by a faculty member	63%	26% (61% blank)	25% (61% blank)
Primarily advised within "Advisory Center"	20%	6%	7%
Students had "some to a great deal" of input into advisor selection	57%	60%	55%
Satisfaction with availability of your advisor	NA	86%	95.7%

#### E. Institutional Specific Summary

1. Is this your first semester at Piedmont Technical College?

Percent Response

Academic Clusters	No	Yes	No	Blank
Business Management	80%	9%	73%	19%
AA/AS	59%	24%	54%	22%
Office Systems	-	-	-	-
Engineering Technology	29%	14%	62%	24%
Health Sciences	86%	11%	81%	8%
Trade/Industrial	70%	7%	73%	20%
Pre-Health	35%	14%	74%	11%
Computer/Technology	76%	11%	68%	21%
Career Development	10%	30%	40%	30%
Public Service	47%	9%	87%	4%

2. Do you plan to complete all of the course requirements in your program of study either at the end of the current Spring Semester or at the end of Summer Semester?

Percent Response

Academic Clusters	No	Yes	Blank
Business Management	33%	48%	20%
AA/AS	29%	49%	22%
Office Systems	-	-	-
Engineering Technology	14%	59%	28%
Health Sciences	41%	50%	10%
Trade/Industrial	51%	29%	20%
Pre-Health	40%	49%	11%
Computer/Technology	38%	41%	21%
Career Development	30%	40%	30%
Public Service	47%	49%	4%

3. For what purpose did you enter this institution?

- A. No definite purpose in mind
- B. To take a few courses for self-improvement or personal satisfaction
- C. To take a few job related or job-required courses but not to complete a two-year Associate degree
- D. To only obtain one certificate or diploma
- E. To obtain an associate degree in an industrial or technical program
- F. To obtain an Associate of Arts or Associate or Science degree
- G. To take a few transfer courses but not to complete a two-year Associate degree

Percent Responses

Academic Cluster	A	B	C	D	E	F	G	Blank
Business/Management	5%	4%	4%	3%	38%	16%	9%	23%
AA/AS	2%	3%	0%	2%	12%	36%	24%	22%
Office Systems	-	-	-	-	-	-	-	-
Engineering Technology	7%	0%	3%	0%	59%	0%	0%	31%
Health Sciences	5%	0%	1%	12%	43%	24%	4%	12%
Trade/Industrial	4%	4%	4%	17%	47%	1%	1%	20%
Pre-Health	3%	3%	0%	20%	29%	29%	6%	11%
Computer Technology	4%	3%	1%	8%	53%	7%	3%	22%
Career Development	0%	0%	0%	0%	0%	0%	70%	30%
Public Service	6%	6%	9%	17%	40%	15%	2%	4%
Total	4%	3%	4%	10%	36%	15%	8%	20%

4. Which of the following best describes your current assigned "Academic Advisor"?

- A. Faculty member
- B. Student Success Center Counselor
- C. Other college staff member
- D. I did not have an assigned advisor this term

Percent Responses

Academic Cluster	A	B	C	D	Blank
Business/Management	50%	6%	5%	10%	26%
AA/AS	54%	7%	5%	5%	29%
Office Systems	-	-	-	-	-
Engineering Technology	59%	0%	3%	10%	24%
Health Sciences	61%	12%	2%	10%	14%
Trade/Industrial	69%	3%	4%	0%	23%
Pre-Health	26%	43%	6%	11%	14%
Computer Technology	54%	0%	4%	13%	29%
Career Development	10%	10%	10%	30%	40%
Public Service	66%	6%	6%	13%	9%
Total	53%	8%	5%	10%	24%

Overall Findings:

The college finds no glaring or troublesome area within the confines of the academic advising component. The data does offer several rateable observations.

### Observation #1

Of the 539 students surveyed in 1999, only 27% plan to acquire an associate's degree. This is a drop from 28% of the 787 surveyed previously. This leads to the assumption(s) that it is possible that more students are enrolling at the college for self-improvement reasons and/or for job upgrading. Though not evident in this data, the college enrollment is now composed of 60% part-time students. This gain may support the assumptions made above. Within the 1999 sample, nearly 28% of the respondents reviewed with their advisor "career goals" and 24% reviewed their "future educational plans." In both of these advisor/advisee areas, the students rated their level of satisfaction with these discussions as a 4.3 on a 1-5 reporting scale. This data is also supported by institutional specific question number 3 on page 6 of the full report. In this question, 36% stated they planned to acquire an associate's degree and 15% planned on completing the AA/AS degree program. This again is supported by the fact that 58% of this sample is working 20-40 hours per week while attending college.

### Observation #2: From the 1999 Sample.

Through students were 95.7% satisfied with the availability of their advisor, they did feel advisors should discuss more options regarding college transfer and job placement opportunities.

### Pre-luminary Results from 1999-2000

As this report on advising was submitted last year, the college views advising to be a closely monitored process as well as returning to a synchronized reporting system with other technical colleges.

The overall ACT Advising Survey will be conducted every three years, but smaller sub-surveys following up on advising will be done yearly. During Spring Term of the 1999-2000 year, two such surveys had sub sectors related to advising. The Instructor Evaluation Survey was administered to 4867 students and contained the prescribed "Availability of Advisor" question required for performance funding. The results indicate 96.4% of the respondents agreed or strongly agreed their advisor was readily available. The complete break down for the question on "advisor availability" is as follows:

Strongly Agree	2719	57.9%
Agree	1810	38.5%
Disagree	120	2.5%
Strongly Disagree	45	.95%
Total	4694	100%
Unreadable Responses	179	
Strongly Agree & Agree	4529	96.4%

The college views this is as positive when compared to similar scores in previous years and views "advisor availability" as an extremely minimal difficulty.

What is of more concern to the college is the process of student advising. Also, during the spring term a Registration Survey was conducted with 869 students. Within this survey, several questions attempted to focus upon the process/product of advising.

(1) Do you think you were advised properly?

Response	Number of Students	Percent
Yes	725	90.6%
No	75	8.4%

(2) Was the academic advisement process helpful to you?

Response	Number of Students	Percent
Yes	710	91%
No	70	9%

Though the scores still support a process of advisement that satisfies students, it is possible to continue to set standards for improvement. The college will implement a two-day mandatory workshop for all full-time faculty, prior to fall term, that will focus upon the process/product effective advising. The two-day workshop will be held on August 9-10, 2000.

#### Overall Conclusion

The college sees no serious difficulties with student academic advising, but will continue to fine tune and improve this process to insure teaching and learning remains a viable function of the college.

## **5. Procedures for Student Development**

During the 1991-1992 academic year, the Student Development Division, in conjunction with the Office of Institutional Research, developed a plan for the development and implementation of a series of procedures for assessing how effectively Piedmont Technical College assists in "developing" students. Not only were services to students to be rated but the process and need for producing a truly developed student was to be assessed. This study from 1991-1992 was replicated during 1993-1994 and again during 1995-1996 year, as well as 1997-98, to secure comparative data.

The initial plan focused upon Student Development functional areas initiating departmental missions which were compatible with the college's mission and reviewing their service avenues in relation to student need. Based upon the assessment of student need, departments would develop strategies to support student need, both perceived and actual.

Departments have implemented on-going student evaluations and faculty evaluation of services. This internal departmental audit will assist in future reports gauging the effectiveness of student services program units. For the initial report, focus was placed upon the assessment of student need and student assessment of services.

### **Method:**

Four hundred and twenty-three (423) graduates in 1992, four hundred and eleven (411) graduates in 1994, four hundred and twenty-two (422) Piedmont graduates in 1996, and two hundred and eleven (211) graduates in 1998. Ranking of the students' self perceived satisfaction levels for areas of student services were summarized. These rating averages remained the same for all graduating classes and do not present any concern for the college at this time.

### **Section I: Student Development Needs**

Students were asked, from a list of 22 items, to rank the five most important areas that student services could concentrate on to assist in "developing the Piedmont Technical College student."

	1991-92	1993-94	1995-96	1997-98
Ability to study effectively	1	1	1	1T
Ability to manage time more effectively	2	2	2	1T
Ability to make a budget and plan financial	3	4	3	4
Ability to manage stress	4	3	4	3
Ability to communicate orally	5	5	5	5

Conversely, the college feels it is also important to view the other end of the spectrum in terms of what students do not see as important for "developing the Piedmont Technical College student."

	1991-92	1993-94	1995-96	1997-98
Ability to get along with others	22	22	20	21
Ability to have respect and concern for others	21	21	22	22
Ability to understand differences among people	20	19	18	18
Ability to accept one own responsibility	19	20	21	21
Appreciation for cultural events	18	15	19	19

Findings:

From the top five development rankings above, the college may assume: (1) numbers 1-4 tend to support the needs of the typical Piedmont student, namely, a 26-year-old single female. This demographically typical student is single; working; and attending the college with an average credit load of 9 hours. It is likely this student's immediate concerns would focus upon study procedures, time management, budgeting and stress management; (2) oral communication (#5 above) development may be directly tied to a student's perception of job interviewing and classroom presentations/participation. Finally, the significance of the bottom five statements (nos. 18-22) appear to be "value" centered as compared to the first five statements which may have an immediacy or crisis ring to each. The main program unit which delivers the majority of student development needs is the college's Student Success Center. This program unit provides career, educational and personal development programs. Many of these programs focus upon world-of-work realities, job readiness, career planning issues and life management topics through such programs as "Tuesday Topics" and "Academic Success Seminars" and an hour long weekly session called "Tech at a Glance." The low rankings on numbers 18-22 above may be explained in that each of these statements are taught/discussed within other courses and student development programs and students do not see a need for student services to conduct repetitive programs or they are unaware the Counseling Center staff is a student services program unit.

A student's perception of administrative hierarchy is different than personnel working in these areas. The goal is to assist in the development of the student and not to train students to respond to professional labels.

In comparing the results, it is apparent the students perceptions have not changed as to what they feel they need. The same five "need" areas that were ranked as most important in 1997-98 were the same ones ranked in previous years. Conversely, four of the five areas viewed as being non-important, or perhaps the value based areas, remained intact over the four-year period. The Student Development Division should view the "need" ratings by the students to prepare and deliver program offerings.

Section II: Assessment of Service

	N=423 1992	N=411 1994	N=422 1996	N=211 1998
Orientation Program	2.3	2.2	1.7	2.0
Admissions	2.2	2.3	1.7	1.5
Registration Procedures	2.4	2.3	1.7	1.6
Placement Testing	2.3	2.1	1.8	2.0
Guidance and counseling	2.2	2.2	1.7	1.9

(1=Very Satisfied, 2=Satisfied, 3=Dissatisfied, 4=Very Dissatisfied)

\* From Graduate Opinion/Satisfaction Survey 1992, 1994, 1996, and 1998.

These graduates were also asked to assess their level of personal development and enrichment needs. The summary below indicates categories identified by the graduates that at the time of their graduation had not been fulfilled. In first light the percentages may appear insignificant but the area of "Leadership Skills" appears to be the most significant low area. It may be possible to incorporate/develop a program(s) for leadership training that would incorporate the remaining development needs (from those listed below) for the Piedmont student.

The college currently operates a leadership retreat for a limited number of students and college personnel. The options for detailing this type of programming to the entire student body have been discussed but not put into use at this time.

Comparative Rating of Graduates Regarding Personal Development and Enrichment Goals (percent rating goals not yet achieved). However, there are two leadership conferences held for student leaders. One in the fall and again in the spring.

	1992	1994	1996	1997-98
Increasing self-confidence		11.9%	9.4%	12.2%
Improving leadership skills	22.9%	23.9%	19.7%	19.5%
Interpersonal relations	7.4%	7.7%	6.3%	10.9%
Skills for daily life	11.9%	11.2%	11.7%	13.3%
Ability to be independent, adaptable and self-reliant	10.5%	11.7%	9.4%	11.8%

### Section III: Rankings for Student Activities

Students were asked to assess their level of interest regarding various student activities. The results of their assessment is as follows:

Social	1991-92			1993-94			1995-96			1997-98		
	Int	Rank	Not Int									
Concerts	62%	2	10	42%	3	9	75%	1	9	58%	1	8
Dances	52%	5T	7	35%	6	5	59%	4T	4	47%	5	4
Student Activ. Day	61%	3	9	51%	1	11	74%	2	8	56%	2	7
Skits	32%	9	2	23%	9	2	44%	6	2	33%	6	2
Movies	66%	1	11	39%	4	8	71%	3T	6	55%	3	6
Carnival	56%	4	8	44%	2	10	71%	3T	7	54%	4	5
Talent Show	52%	5T	6	36%	5T	6	53%	5	3	47%	5	3
Fashion Shows	46%	6	5	36%	5T	7	59%	4T	5	30%	7	1
<b>Educational</b>												
General Speakers	50%	3	1	42%	2	2	72%	2	1	47%	2	1
(motivational, athletic, etc.)												
Speakers (based on curriculum choices)	67%	1	3	52%	1	3	78%	1	2	51%	1	2
<b>Cultural</b>												
Art Exhibits	48%	1T	3	38%	1	3	55%	2	2	46%	1	3
Black History Program	34%	2	1	29%	3	1	50%	3	1	40%	2	2
Religious Emphasis W	48%	1T	2	32%	2	2	59%	1	3	36%	3	1
<b>Recreational</b>												
Faculty/Staff vs. Student (competition)	58%	1	5	52%	1	5	73%	1	4	50%		1
Basketball Game (invitational)	42%	3	3	30%	4	2	60%	3	2	NA		
All Star Teams	40%	4	2	35%	3	3	56%	4	1	NA		
Fitness/Aerobic Classes	52%	2	4	48%	2	4	68%	2	3	NA		

From the student activity results above, the following are the highest interest level for each of the categories.

Social	1990-91		Social	1993-94		Social	1995-96		Social	1997-98	
	%	Rank									
Movies	66%	1	Student Actv. Day	51%	1	Concerts	75%	1	Concerts	58%	1
College Dances	62%	2	College Carnivals	44%	2	Student Actv. Day	74%	2	Student Actv. Day	56%	2
Educational	1990-91		Educational	1993-94		Educational	1995-96		Educational	1997-98	
	%	Rank									
Curriculum Related speakers	67%	1	Curriculum Related speakers	52%	1	Curriculum Related speakers	78%	1	Curriculum Related speakers	51%	1
Quarterly Assem.	51%	2	General Speakers	42%	2	Current Issue Prog.	77%	2	General Speakers	47%	2
Cultural	1990-91		Cultural	1993-94		Cultural	1995-96		Cultural	1997-98	
	%	Rank									
Drug/Alcohol	53%	1	Drug/Alcohol	45%	1	Women's Programs	62%	1	Art Exhibits	46%	1
Prevention Prog			Prevention Prog								
Art Exhibits	28%	2	Art Exhibits &	38%	2	Religious Emphasis	59%	2	Black History Program	40%	2
			Religious Emphasis								
Recreational	1990-91		Recreational	1993-94		Recreational	1995-96		Recreational	1997-98	
	%	Rank									
Faculty Staff vs.	53%	1	Faculty Staff vs.	52%	1	Faculty Staff vs.	73%	1	Faculty Staff vs.	50%	1
Student comp.			Student comp.			Student comp			Student comp		
Fitness Classes	52%	2	Fitness Classes	48%	2	Fitness/Aerobic Classes	68%	2	Other Recreation	NA	NA

No additional activities were suggested by any of the students surveyed.

#### Activity Findings:

1. The activities receiving the highest ratings in the social group indicate a strong interest in participatory, interactional and competitive events (activities day and concerts). This past year, the Director of Student Activities reported a great turnout for all intramural sports, even a girl's flag football team. Participation continues to grow every year. This growth is also seen in student clubs. Last year, LPN & Surgical Tech students formed two new clubs and this year, there is the addition of an Honor Society Club and a Mortuary Science Club. This brings the number of clubs to 23. These clubs are mostly curriculum related and work to get students involved as well as sponsoring campus wide activities. Other events to be incorporated into student activities include a multi-cultural awareness week, blood drive, street festivals, women's history program, a town hall "fair", just to name a few of the new activities.

#### Section IV: 1999-2000 Summary Findings

In an effort to remain consistent with the Tech system in reporting of Institutional Effectiveness standard, the college has updated the summary provided last year. A significant contribution to this assessment process in the "Graduate Opinion Survey." This survey is distributed at an annual session of all graduates. This survey session will be conducted July 27, 2000. Once the findings have been tabulated, the summary data will be provided to State Board for Technical and Comprehensive Education, Commission on Higher Education, and the College's Web Page.

For further support of the student development process a survey was distributed to 869 students in January 2000 to assess their views/opinions of the various components within student development. In viewing the data summary, the broad base category of College and Departmental Orientation does present a concern. Of the 869 students surveyed less than 200 participated or found the college/departmental orientations useful. Many (70-75%) respondents omitted the questions. This may be attributed to 1) having completed the orientation process in a prior term or 2) were unable to participate or did not find the process useful. *The college will continue to monitor student responses in the category and determine a methodology to improve upon a necessary function for prospective students.*

In viewing the remaining survey segments within student development, registration, counseling, and student records, the college finds no evidence of dissatisfaction (a complete summary of this survey is available upon request.) Perhaps one concern is evident throughout the Institutional Effectiveness process. Though assessment is needed, perhaps students are becoming "survey weary" with Institutional Effectiveness, ACT 255, Performance Funding, and regular college functions, students may be asked to compete fifteen or more surveys within an academic year. Though the college has consolidated many instruments, many new, and ever changing, requests are placed on the college. Though it may be difficult to statistically prove, it may be many students are not taking the survey system seriously due to "quantity" of instruments distributed.

#### Suggestions

1. The Director of Student Activities continues these programs while planning and implementing other programs and events that provide the opportunity for interaction and participation among students, faculty and staff.
2. Based upon the findings, regarding student activity interests, it continues to be appropriate for the college to define student activities as programs which contribute to educational, social, leadership, cultural, and physical development needs of the Piedmont student.
3. Program units should continue to collect internal departmental data. This collected information may be used as supportive data when viewing mission, service and effectiveness of program units.
4. It's suggested that Student Service publish a yearly fact book that documents efforts, effectiveness, and satisfaction with the services provided within the framework of Student Development.

## **6. Library Resources**

Not due to be reported on during this year.

## **7. Act 255 Data**

### **LIST OF NATIONAL INSTITUTIONAL AND SPECIALIZED ACCREDITING BODIES RECOGNIZED BY THE SOUTH CAROLINA COMMISSION ON HIGHER EDUCATION**

These agencies and areas may also be found on the CHE's website at:  
<http://www.che400.state.sc.us/web/Academic/Accrediting%20Agencies%20Recognised%20by%20CHE.htm>

<b>ACCREDITING AGENCIES AND AREAS</b>	<b>Accreditable Program</b>	<b>Fully Accredited Program</b>	<b>Details on Program</b> (if program not fully accredited-do not complete if fully accredited)			<b>Date agency/area added to CHE List</b>
			<b>Year program added at institution</b>	<b>Institution has chosen NOT to seek accreditation for this program</b>	<b>Accreditation Expected (if known)</b>	
American Assembly of Collegiate Schools of Business - International Association for Management Education						<i>An institution may be accredited by the AACSB or the ACBSP</i>
Business (BUS)-Baccalaureate, Masters', and Doctoral degree programs in business administration and management						
Business (BUSA)-Baccalaureate, Masters', and Doctoral degree programs in accounting						
ACCREDITING BOARD FOR ENGINEERING AND TECHNOLOGY, INC.						
Engineering (ENG)- Baccalaureate and master's level programs in engineering						
Engineering-related (ENGR) - Engineering related programs at the baccalaureate level						
Engineering Technology (ENGT) - Associate and baccalaureate degree programs in engineering technology	X	X			1998	
ACCREDITING COMMISSION ON EDUCATION FOR HEALTH SERVICES ADMINISTRATION						
Health Services Administration (HAS) Graduate programs						
ACCREDITING COUNCIL ON EDUCATION IN JOURNALISM AND MASS COMMUNICATIONS						

<b>Journalism and Mass Communication</b> <b>(JOUR)</b> - Units within institutions offering professional undergraduate and graduate (master's) degree programs						
<b>AMERICAN ASSOCIATION FOR MARRIAGE AND FAMILY THERAPY</b>						
<b>Marriage and Family Therapy (MFCC)</b> - Clinical training programs						
<b>Marriage and Family Therapy (MFCD)</b> - Graduate degree programs						
<b>AMERICAN ASSOCIATION OF FAMILY AND CONSUMER SCIENCES (AAFCS)</b>						
<b>Home Economics</b> - Baccalaureate programs						
<b>AMERICAN ASSOCIATION OF NURSE ANESTHETISTS</b>						
<b>Nurse Anesthetists (ANEST)</b> - Generic nurse anesthesia education programs/schools						
<b>ACCREDITING AGENCIES AND AREAS</b>	<u>Accreditable Program</u>	<u>Fully Accredited Program</u>	<b>Details on Program</b> (if program not fully accredited-do not complete if fully accredited)			<u>Date agency/area added to CHE List</u>
			<b>Year program added at institution</b>	<b>Institution has chosen NOT to seek accreditation for this program</b>	<b>Accreditation Expected (if known)</b>	
<b>AMERICAN BAR ASSOCIATION</b>						
<b>Law (LAW)</b> - Professional schools						
<b>AMERICAN BOARD OF FUNERAL SERVICE EDUCATION</b>						
<b>Funeral Service Education (FUSER)</b> Independent schools and collegiate departments	X	X	Fall 1997		American Board of Funeral Services 4/27/2000	
<b>AMERICAN COLLEGE OF NURSE MIDWIVES</b>						
<b>Nurse Midwifery (MIDWF)</b> - Basic certificate and basic master's degree program						
<b>AMERICAN COUNCIL FOR CONSTRUCTION EDUCATION</b>						
<b>Construction Education (CONST)</b> - Baccalaureate degree programs						
<b>AMERICAN COUNCIL ON PHARMACEUTICAL EDUCATION</b>						

<b>Pharmacy (PHAR)</b> - Professional degree programs						
<b>AMERICAN COUNSELING ASSOCIATION</b>						
<b>Counseling</b> - Masters and Doctoral level programs						
<b>AMERICAN CULINARY FEDERATION EDUCATIONAL INSTITUTE</b>						
<b>Culinary Arts (CUL)</b> - postsecondary programs which award certificates, diplomas, or associate degrees in culinary arts and food services management						
<b>AMERICAN DENTAL ASSOCIATION</b>						
<b>Dental Assisting (DA)</b>						
<b>Dental Hygiene (DH)</b>						
<b>Dental Laboratory Technology (DT)</b>						
<b>Dentistry (DENT)</b> - Programs leading to the D.D.S. or D.M.D. degree advanced general dentistry and specialty programs, and general practice residency programs						
<b>AMERICAN DIETETIC ASSOCIATION, THE</b>						
<b>Dietetics (DIET)</b> - Coordinated undergraduate programs						
<b>Dietetics (DIETI)</b> - Post baccalaureate internship programs						
<b>AMERICAN LIBRARY ASSOCIATION</b>						
<b>Librarianship (LIB)</b> - master's program leading to the first professional degree						
<b>AMERICAN MEDICAL ASSOCIATION COUNCIL ON MEDICAL EDUCATION AND ASSOCIATION OF AMERICAN MEDICAL COLLEGES, LIAISON COMMITTEE ON MEDICAL EDUCATION</b>						
<b>Medicine (MED)</b> - Programs leading to the M.D. M.D. degree						
<b>ACCREDITING AGENCIES AND AREAS</b>	<u>Accreditable Program</u>	<u>Fully Accredited Program</u>	<b>Details on Program</b> (if program not fully accredited-do not complete if fully accredited)			<b>Date agency/area added to CHE List</b>
			<b>Year program added at institution</b>	<b>Institution has chosen NOT to seek accreditation for this program</b>	<b>Accreditation Expected (if known)</b>	
<b>AMERICAN OCCUPATIONAL THERAPY ASSOCIATION</b>						
<b>Occupational Therapist (OT)</b>						
<b>Occupational Therapy Assistant (OTA)</b>						

AMERICAN PHYSICAL THERAPY ASSOCIATION						
Physical Therapy (PTAA) - Programs for the physical therapist assistant						
Physical Therapy (PTA) - Professional programs for the physical therapist						
AMERICAN PSYCHOLOGICAL ASSOCIATION						
Clinical Psychology (CLPSY) - Doctoral programs						
Counseling Psychology (COPSY) - Doctoral programs						
Professional Psychology (IPSY) - Predoctoral internship programs						
Professional/Scientific Psychology (PSPSY) - Doctoral programs						
School Psychology (SCPSY)B - Doctoral programs						
AMERICAN SOCIETY OF LANDSCAPE ARCHITECTS						
Landscape Architecture (LSAR) - Baccalaureate and master's programs leading to the first professional degree						
AMERICAN SPEECH-LANGUAGE-HEARING ASSOCIATION						
Audiology (AUD) - Graduate degree programs						
Speech-Language Pathology (SP) - Graduate degree programs						
AMERICAN VETERINARY MEDICAL ASSOCIATION						5/1998
Veterinary Medicine - Programs leading to a D.V.M. or D.M.V. degree						5/1998
ASSOCIATION OF COLLEGIATE BUSINESS SCHOOLS AND PROGRAMS	An institution may be accredited by the ACBSP or the AACSB					
Business (BUAD) - Associate degree programs in business and business-related fields	X	X			Spring 2001	
Business (BUBD) - Baccalaureate degree programs in business and business-related fields						
Business (BUMD) - Master degree programs in business and business-related fields						

ACCREDITING AGENCIES AND AREAS	<u>Accreditable Program</u>	<u>Fully Accredited Program</u>	Details on Program (if program not fully accredited-do not complete if fully accredited)			<u>Date agency/area added to CHE List</u>
			Ycar program added at institution	Institution has chosen NOT to seek accreditation for this program	Accreditation Expected (if known)	
COMMISSION ON ACCREDITATION OF ALLIED HEALTH EDUCATION PROGRAMS						
Cytotechnologist (CYTO)						
Diagnostic Medical Sonographer (DMS)						
Electroneurodiagnostic Technologist (ENDT)						
Emergency Medical Technician-Paramedic (EMTP)						
Histologic Technician/Technologist (HT)						
Joint Review Committee - Athletic Training (JRC-AT)						11/1999
Medical Assistant (MA)						
Medical Records Administrator (MRA)						
Ophthalmic Medical Assistant (OMA)						
Perfusionist (PERF)						
Physician Assistant (PA) - Assistant to the primary care physician						
Respiratory Therapist (REST)	X	X				
Respiratory Therapy Technician (RETT)	X	X				
Specialist in Blood Bank Technology (SBBT)						
Surgeon's Assistant (SA)						
Surgical Technologist (ST)	X	X				
COMMISSION ON COLLEGIATE NURSING EDUCATION (CCNE)						11/1999
Nursing - Baccalaureate-degree nursing education programs						11/1999
Nursing - Graduate-degree nursing education programs						11/1999
COMMISSION ON OPTICIANRY ACCREDITATION						
Opticianry (OPLT) - 1-year programs for the ophthalmic laboratory technician						
Opticianry (OPD) - 2-year programs for the ophthalmic dispenser						
COMPUTING SCIENCE ACCREDITATION BOARD, INC.						
Computer Science (COMP) - Baccalaureate programs in						

computer science						
<b>COUNCIL FOR ACCREDITATION OF COUNSELING AND RELATED EDUCATION PROGRAMS (CACREP)</b>						5/1998
Masters degree programs to prepare individuals for community counseling, mental health counseling, marriage and family counseling, school counseling, student affairs practice in higher education, and <b>Doctoral-level</b> programs in counselor education and supervision.						5/1998
ACCREDITING AGENCIES AND AREAS	Accreditable Program	Fully Accredited Program	<u>Details on Program</u>  (if program not fully accredited-do not complete if fully accredited)			<u>Date agency/area added to CHE List</u>
<b>COUNCIL ON EDUCATION FOR PUBLIC HEALTH</b>			Year program added at institution	Institution has chosen NOT to seek accreditation for this program	Accreditation Expected (if known)	
<b>Community Health Education (CHE)</b> - Graduate programs offered outside schools of public health						
<b>Community Health/Preventative Medicine (CHPM)</b> - Graduate programs offered outside schools of public health						
<b>Public Health (PH)</b> - Graduate schools of public health						
<b>COUNCIL ON REHABILITATION EDUCATION (CORE)</b>						9/1999
<b>Rehabilitation Counseling</b>						9/1999
<b>COUNCIL ON SOCIAL WORK EDUCATION</b>						
<b>Social Work (SW)</b> - Baccalaureate and master's degree programs						
<b>FOUNDATION FOR INTERIOR DESIGN EDUCATION RESEARCH</b>						
<b>Interior Design (FIDER)</b> - 2-year pre-professional assistant level programs(certificate and associate degree); first professional degree level programs (master's and baccalaureate degrees and 3-year certificate); and post professional master's degree programs						
<b>JOINT REVIEW COMMITTEE ON EDUCATION IN RADIOLOGIC TECHNOLOGY</b>						

Radiologic Technology (RAD) - Programs for radiographers (Diploma, associate, baccalaureate programs)	X	X				
Radiologic Technology (RADTT) - Programs for radiation therapists (Diploma, associate, baccalaureate programs)						
JOINT REVIEW COMMITTEE ON EDUCATIONAL PROGRAMS IN NUCLEAR MEDICINE TECHNOLOGY						
Nuclear Medicine Technologist (NMT) - Programs for the nuclear medicine technologist						
NATIONAL ACCREDITING AGENCY FOR CLINICAL LABORATORY SCIENCES						
Clinical Laboratory Technician/Medical Laboratory Technician (MLTC) - Certificate program						
Clinical Laboratory Technician/Medical Laboratory Technician (MLTAD) - Associate's degree						
Clinical Laboratory Science/Medical Technology (MT) - Professional programs (Baccalaureate and master's level)						
ACCREDITING AGENCIES AND AREAS	<u>Accreditable Program</u>	<u>Fully Accredited Program</u>	Details on Program (if program not fully accredited-do not complete if fully accredited)			<u>Date agency/area added to CHE List</u>
NATIONAL ACCREDITING COMMISSION OF COSMETOLOGY ARTS AND SCIENCES			Year program added at institution	Institution has chosen NOT to seek accreditation for this program	Accreditation Expected (if known)	
Cosmetology (COSME) - Postsecondary schools and departments of cosmetology arts & sciences						
NATIONAL ARCHITECTURAL ACCREDITING BOARD, INC.						
Architecture (ARCH) - first professional degree programs						
NATIONAL ASSOCIATION OF INDUSTRIAL TECHNOLOGY						
Industrial Technology (INDT) - Baccalaureate degree programs						
NATIONAL ASSOCIATION OF SCHOOLS OF ART AND DESIGN						
Art & Design (ART) - Degree-granting schools and departments						

and nondegree-granting schools						
NATIONAL ASSOCIATION OF SCHOOLS OF DANCE						
Dance (DANCE) - Institutions and units within institutions offering degree-granting and nondegree-granting programs						
NATIONAL ASSOCIATION OF SCHOOLS OF MUSIC						
Music (MUS) - Baccalaureate and graduate degree programs						
Music (MUSA) - Community and junior college programs						
Music (MUSN) – Nondegree programs						
NATIONAL ASSOCIATION OF SCHOOLS OF THEATER						
Theater (THEA) - Institutions and units within institutions offering degree-granting and/or nondegree-granting programs						
NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION						
Teacher Education (TED) - Baccalaureate and graduate programs for the preparation of teachers and other professional personnel for elementary and secondary schools						
NATIONAL LEAGUE FOR NURSING, INC						
Nursing (PNUR) - Practical nursing programs	X	X				
Nursing (ADNUR) - Associate degree programs	X	X				
Nursing (DNUR) – Diploma programs						
Nursing (NUR) - Baccalaureate and higher degree programs						
ACCREDITING AGENCIES AND AREAS	Accreditable Program	Fully Accredited Program	Details on Program (if program not fully accredited-do not complete if fully accredited)			Date agency/area added
			Year program added at institution	Institution has chosen NOT to seek accreditation for this program	Accreditation Expected (if known)	<u>to CHE List</u>
SOCIETY OF AMERICAN FORESTERS						
Forestry (FOR) - Programs leading to a bachelor's or higher first professional degree						

Total

9

9

This information to be used as a base for performance indicator 3D

## COURSES TAUGHT BY FACULTY

*Applicable for Four- and Two-Year Institutions – Measured for Fall 1999*

According to Section 59-101-350, the Commission is responsible for collecting “the percent of lower division instructional courses taught by full-time faculty, part-time faculty, and graduate assistants” from four- and two-year post-secondary institutions to be included in the annual report to the General Assembly.

The Commission will use previously-reported CHEMIS information for data in this table. Institutions will have an opportunity to proof this information prior to the publication of the January 2001 report. Faculty definition will be any faculty, staff or graduate assistant who teach a credit course.

## **8. Licensure Pass Rate**

### **RESULTS OF PROFESSIONAL EXAMINATIONS**

*Applicable to Four- and Two-Year Institutions – Measured for April 1, 1999-March 31, 2000*

*Due August 1, 2000*

According to Section 59-101-350, the Commission is responsible for collecting “student scores on professional examinations with detailed information on state and national means, passing scores, and pass rates, as available, and with information on such scores over time, and the number of students taking each exam” from four- and two-year institutions to be included in the annual report to the General Assembly. The Commission on Higher Education also uses this information as the primary source with which to fulfill requirements in Section 59-103-30 for performance funding to collect information on Instructional Quality and Graduates’ Achievements by looking at the scores of graduates on post-undergraduate professional, graduate, or employment-related examinations and certification tests.

Past committee work and the development of performance funding have defined the collection of this information to include only first-time test takers (except the teacher education exams at four-year institutions, which include all test takers) for those students who completed an examination during the period of **April 1, 1999 through March 31, 2000**. The following list displays the exams that your sector has reported in the past. Please use this list as a guide for the exams you report this year on the table provided.

In addition to this information, the Commission is interested in collecting supporting data for other exams that may be used in the IE and performance funding processes. These exams were identified in a meeting with institutional, Commission staff, and State Tech Board representatives in July 1999 for possible inclusion in these data collection efforts. As we continue to look closer at performance indicator 7D and through data verification efforts, we are interested in more detailed information that could affect the inclusion of these exams, or others. Please provide the information on the additional exams as requested below. Should you have suggestions for other exams to include here, please add those to the list with the appropriate information.

The Commission will request national and state pass rates and any additional information for these examinations, as it is available, from national and state agencies to be used in the report to the General Assembly. These national and state agencies can be found in your copy of “A Closer Look” (pp. 100-101).

#### **Technical Sector**

Accredited Record Technician (ART)

Aircraft Maintenance – Airframe, General and Powerplant

Barbering

Certification Examination For Entry Level Respiratory Therapy Practitioners (CRTT)

Certified Dental Assistant

Certified Medical Assistant Exam.

Certified Occupational Therapist Assistant (COTA)

Clinical Laboratory Technician, NCA

Cosmetology Exam

Emergency Medical Technician - NREMT Basic, Intermediate and Paramedic

Medical Laboratory Technician, ASCP

National Bd. for Dental Hygiene Examination

National Council Licensure Exam. (NCLEX) - Practical Nurse

National Council Licensure Exam. (NCLEX) - Registered Nurse

National Physical Therapist Licensing Exam. (PTA)

Nuclear Medicine Technology Certification Bd. Exam

Nuclear Medicine Technology, ARRT

Nurse Aid Competency Evaluation Program (NACEP)

Radiography Exam., ARRT

Registry Exam. for Advanced Respiratory Therapy Practitioners (RRT) – Clinical Simulation and Written Registry

SRTA Regional Exam. for Dental Hygienists

State Board Exam. for Dental Hygiene-SC Board of Dentistry

Surgical Technologist National Certifying Examination

Veterinary Technician National Examination

Veterinary Technician State Exam (Rules & Regulations)

Name of Exam	Date(s) Administered	# of Examinees	# of 1 <sup>st</sup> Time Examinees	# of 1 <sup>st</sup> Time Examinees who Passed	% 1 <sup>st</sup> Time Examinees Passing
NCLEX RN	1999	43	43	41	95%
NCLEX RN	1999	23	23	23	100%
ARRT	1999	9	9	8	100%
CRTT	1999	8	8	7	88%
RRT	1999	8	8	6	75%
<u>Totals</u>		91	91	85	93.4%

**Additional Examinations**

Due August 1, 2000

The exams below represent additional examinations identified through the July 1999 institutional and State Tech meeting. Please provide the following information for these exams. Feel free to add others that may reflect the degree programs at your institution and measure the success of your students on professional examinations.

Exam	Degree(s)/Diploma(s)/ Certificate(s) leading to this exam at your institution	# Graduates completing these degree(s) (April 1, 1999 – March 31, 2000)	# Tested (If known)	Dates Tested (If known)
National Conference of Funeral Services National Exam				
National Cosmetology Exam.				
National Registry First Responder				
SC Brokers License				
SC Contractors License				
SC Master Hair Care Specialist				
SC Registered Barber Exam				
SC Specialty Contractor				
SC State Law Examination-Funeral Services				



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Office of Educational Research and Improvement (OERI)  
National Library of Education (NLE)  
Educational Resources Information Center (ERIC)



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*Dick Shelton*

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